

THE IDENTIFICATION OF TRAINING NEEDS OF
THE GENERAL MERCHANDISE STORES IN
THE OKLAHOMA CITY STANDARD
METROPOLITAN STATISTICAL AREA

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CHAPTER I

THE PROBLEM

Introduction

At the present time in the Oklahoma City Standard Metropolitan Statistical Area (SMSA) - Oklahoma, Canadian, and Cleveland Counties - there are Adult Distributive Education programs being offered in the areas of Real Estate, Grocery Cashier-Checker Training, Food Service Training, Hotel-Motel Management, Transportation Management, and Fashion Merchandising. Adult Distributive Education courses offer training in the selling, marketing, and merchandising of goods and services for the purpose of improving distribution and upgrading distributive workers, including employees, managers, and owners engaged in distributive occupations (3). These courses are designed to improve opportunities for advancement in distributive education for out of school youth and adults of all ages.

Distributive Education programs for adults are organized according to occupational levels, types of business, and nature of job activities of enrollees, such as owners, managers, and operators of all kinds of stores and other distributive businesses; department heads, supervisors,

purchasing agents and buyers; salespeople, sales agents; and other types of workers who come in contact with customers while employed in a distributive occupation.

According to Manpower in Oklahoma--Oklahoma City SMSA (6), the largest absolute gain in Oklahoma City SMSA employment is anticipated in wholesale-retail trade. In 1967, there were 51,000 workers in wholesale-retail trade in this geographic area. According to this information, 8,780 new jobs were foreseen by June, 1972.

Manpower studies completed by the Oklahoma State Employment Service (9) during 1968-1969, covering eight regions of Oklahoma plus Tulsa and Oklahoma City, ranked "Wholesale-Retail Trade" second among all divisions of non-farm wage and salary employment. This division averaged 22.4 percent of all such employment. The division, "Service" was ranked fourth, averaging 13.6 percent. These divisions could be categorized as the percentage of Oklahoma nonfarm workers employed in the area of distribution.

The most recent American Vocational Association (3) statistics on enrollment by occupational areas listed distributive education fifth in enrollment among the combined total of secondary, post-secondary, and adult classes. Out of 7,533,936 students trained in vocational and technical education in 1967-1968, 574,785 were distributive education students. These figures indicate that approximately 7 percent of all students in vocational and technical education were trained through distributive education. When it is

considered that approximately 36 percent of the entire non-farm labor force in the United States is employed in the field of distribution, the challenge store managers face in training these employees to become effective sales personnel is tremendous. The assistance offered by the Distributive Education Division of the State Department of Vocational and Technical Education may be vital in preparing new employees and in upgrading the effectiveness of present employees to prepare them for occupational advancement.

Statement of the Problem

Development of additional courses in Adult Distributive Education has been hindered by a lack of information concerning needs for training in the retail and wholesale industry. Training opportunities have been excellent in areas of Real Estate, Hotel-Motel Management, Food Service Training, Grocery Cashier-Checker Training, Transportation Management, and Fashion Merchandising. However, areas of training presently being offered to adults currently employed in distributive occupations should be determined, priorities for training should be set, and State Department of Vocational and Technical Education involvement should be determined.

Statistical data from the Oklahoma Employment Security Commission (9) shows a great need for new employees in the distributive occupations. Training for these potential new employees and for existing employees is necessary to insure

efficiency of operation for retail stores and continued opportunity for potential workers.

Purpose of the Study

The purpose of this study was to identify current in-service training programs in the general merchandise category, as indicated by personnel managers in the retail industry in the Oklahoma City SMSA. The study attempted to determine training priorities which managers indicated should be set. The study also attempted to determine the extent to which general merchandise store managers requested assistance from the State Department of Vocational and Technical Education, Division of Distributive Education, for training employees.

Research Questions

The following research questions were investigated in this study:

- (1) What areas of training are being offered to adults currently employed in distributive occupations in general merchandise stores in the Oklahoma City SMSA?
- (2) Is training needed in areas such as: human relations, communications, shoplifting prevention, bogus check control, basic and advanced salesmanship, advertising, merchandising, and supervisory development?

- (3) Could training be more effective if supported by the State Department of Vocational and Technical Education, Division of Distributive Education?

Need for the Study

The need for the study was generated by increased interest in adult training following passage of the 1963 Vocational Act and the 1968 Amendments. Prior to the passage of the Vocational Education Act of 1963, most of the training for distributive occupations was conducted in the secondary schools, with evening and part-time classes available for adults who were employed, or were interested in becoming employed in the area of distribution. The increase of funds for all vocational education through the 1963 Act and the subsequent Amendments of 1968 has made it possible for distributive educators to plan more realistically toward providing adequate training for individuals representing this major occupational area. With limited funds and resources, it has been possible to provide educational opportunities for only a very small percentage of those entering the distributive occupational field.

The Vocational Education Act of 1963 offered new opportunities to the states to expand their vocational programs at the adult education level.

Delimitations

The Oklahoma City SMSA has been selected as the limiting area since it is a standard statistical area recognized by the State Employment Securities Commission and the Oklahoma City Retailers Association.

Assumptions

For the purpose of this study, the following assumptions were made:

- (1) The interview schedule was adequately designed to allow freedom of expression by the general merchandise personnel managers interviewed.
- (2) The personnel managers would feel free to respond based on their known present and future employee needs.

Definition of Terms

Distributive Education. Distributive Education is a program of education providing vocational instruction in the various functions of marketing and related management for the purpose of (1) preparing persons to enter a distributive occupation or an occupation in which a distributive function appears or (2) upgrading employees, managers, and owners engaged in distributive activities (10).

Distributive Occupations. Distributive occupations are those followed by workers engaged in marketing and merchandising activities or in contact with buyers and sellers when

(1) distributing to consumers, retailers, jobbers, wholesalers, and others the products of farm and industry or selling services, or (2) managing, operating, or conducting retail, wholesale, or service businesses (10).

General Merchandise Stores. General merchandise stores include all establishments within Standard Industrial Classification Code, Major group 53. This major group includes establishments which sell several lines of merchandise such as dry goods, apparel and accessories, furniture and home furnishings, small wares, hardware, and food (9).

Oklahoma City SMSA. The Oklahoma City Standard Metropolitan Statistical Area (SMSA), Canadian, Cleveland, and Oklahoma Counties is located in the center of the state. This designation coincides with the definition used by the United States Census Bureau for purposes of analyzing social and economic characteristics (6).

Personnel Manager. The individual responsible for all actions involving personnel management in retail, wholesale, and service industries.

CHAPTER II

REVIEW OF LITERATURE

Courses in Adult Distributive Education have been a concern of personnel in the State Department of Vocational-Technical Education for a number of years. Courses have been developed on an outline basis for a number of areas, but no specific on-going program of courses for Adult Distributive Education outside Real Estate, Hotel-Motel Management, and Grocery Cashier-Checker Training have been developed.

The procedure used in this phase of the study centered on interviews with state department personnel in the area of work done in the past in adult distributive education. A search through the ERIC system also served as a basis for study of printed literature. A study of statistics from the State Employment Securities Commission served as a basis for the need for the study.

Publications such as An Annotated Bibliography of Periodical Literature Relating to Distributive Education, 1947-1961 gave needed sources of publications containing articles on adult distributive education (1).

According to Mason and Haines (2), there were 276,948 adults enrolled in federally aided adult classes in

distributive education during the school year 1960-1961. During the school year 1970-1971, a total of 2,141 persons were enrolled in Distributive Education adult classes in Oklahoma. Of this figure, 138 students were enrolled in courses other than Real Estate, Grocery Cashier-Checker, and Hotel-Motel Management.

Labor department statistics show an anticipated increase of 17,290 by June, 1972 from June, 1969, indicating a need for 8,780 new retail employees in the Oklahoma City SMSA (5). No training exists for these new employees except for relatively few in-service training programs which are basically programmed learning packages.

There are a number of ways to ascertain training needs. The cooperation of advisory committees and others with a vital interest in distributive education should be encouraged to actively participate in this function. According to a recent publication of the Ohio Distributive Education Materials Laboratory (4), research indicates four important ways exist to determine the needs of adults in the distributive occupations. They are: (1) Personal contact with employer and employees; (2) Brochures and similar literature with course listings; (3) Contact with business leaders by adult educators; and (4) Newspaper and other public media listings of adult course offerings.

Research completed by Warmke (12) in 1961, indicated that 92% of the state distributive education personnel surveyed believed that adult distributive education programs

should be promoted whenever the need for such a program is apparent. Respondents to Warmke's questionnaire were almost 100% in the belief that, "we would not have 1/10th of our adult enrollment if we waited for everybody to 'come and get it.'" Further response to Warmke's research indicated that 72% of the supervisors felt that training should be at the mid-management, manager, or executive level. Only 8% of the respondents believed that training should be conducted for adults in the pre-employment or employee level. It is important to note, however, the Supervisors indicated their response was based on the fact of determining greatest need at the present time. While pre-employment and employee training is important and necessary, the respondents considered management training more of a demand at the present time.

In the only study reported which dealt directly with marketing training in business establishments, Tricket (8) in 1967 tested the following three hypotheses: (1) Participation in an executive development program results in identifiable benefits as perceived by the participating executives; (2) Academically-oriented executive development programs have differentiable advantages over company-oriented executive development programs as perceived by the executive participants; and (3) Benefits of executive development programs as perceived by participating executives, are enduring.

The study was in three phases, the first of which was

an evaluation of the Graduate School of Sales Management and Marketing, sponsored by Sales and Marketing Executives International. Phase two involved a questionnaire sent to sales executives randomly selected from companies widely dispersed throughout the United States. Phase three was an evaluation of the continuing effectiveness of development programs for executives.

All three of the hypotheses were found to be substantiated and tenable. However, relatively little enthusiasm was found for the company programs when they were compared with the academically oriented programs. The research indicated that the participating executives had both the desire and the capacity for development and that the best qualified instructors were university faculty who communicated their knowledge from a background of business or business-consulting experience.

According to Grant Venn (11), in the past society has always emphasized education for the child, who neither participates nor contributes to public affairs, and it has neglected the adult who is the decision maker. There are, however, opportunities for help--opportunities through federal assistance and opportunities through local and state programs in each community where business and employers are located.

There is a great need for strengthening the business-employer-school partnership at the local level. Education can best be promoted through joint efforts between the local

school and the employer. A plan must be developed which provides continuing education for adults in basic education programs and which is responsive to the changing labor conditions, individual needs, and the needs of the labor market.

The concept of education as being finished when a person is prepared to become a full-time participant in the labor market does not have the validity it had in the past. The future requires a meaningful dialogue between industry and education and specific development of a plan for continuing education for everyone. With what is known as "the tight labor market", many employed persons today stand a chance of joining the hard-core unemployed, of becoming just another statistic on the welfare rolls.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

The purpose of this chapter is to describe the method used in selecting the population for the study, the procedure by which interviewees were selected, the method used to design the data-gathering instrument, and the method used for data collection.

Selection of the Population

Retail trades in Oklahoma are an important segment of the economy. The latest manpower statistics available in Oklahoma indicate that 157,200 people were employed in the wholesale-retail trades during 1967. This figure represents an increase of 19,800 during the previous seven years. Historically, the employment of about three-fourths of all Oklahomans has been in retailing.

The retail establishments in this study, general merchandise stores, have the second largest sales volume in Oklahoma, \$806,267,000, indicating a potential for large numbers of employees in the business sector (9).

Assistance was obtained to determine specific interviewees for the study through a series of three preliminary interviews with Mr. James V. Bradshaw, Executive Secretary,

Oklahoma City Retailers Association; Dr. Lucille Patton, Chairman, Department of Vocational Teacher Education, Central State University; and Mr. Bill Phillips, Director, State Education Center for Marketing Technology, State Department of Vocational and Technical Education.

Following these conferences with Mr. Bradshaw, Dr. Patton, and Mr. Phillips, it was determined to seek interviews with the personnel managers of the sixteen larger employers in the area of general merchandise stores in the Oklahoma City SMSA. The sixteen stores were determined by the committee to be representative of general merchandise stores in the Oklahoma City SMSA.

Procedure

Because of the necessity of communicating effectively with the businessmen selected as representative samples, the writer decided to use the interview method to obtain the desired information. This decision was based on Kerlinger's (7) description of the interview and its three purposes.

Kerlinger describes the interview as:

The interview is probably man's oldest and most often used device for obtaining information. It has important qualities that objective tests and scales and behavioral observations do not possess. When used with a well-conceived schedule, an interview can obtain a great deal of information; it is flexible and adaptable to individual situations, and it can often be used when no other method is possible or adequate.

Kerlinger's (7) main purposes for using the interview are:

An interview can be used for three purposes. One, it can be used as an exploratory device to help identify variables and relations, to suggest hypotheses, and to guide other phases of research. Two, it can be used as the main instrument of the research. In this case, questions are then to be considered as items in a psychometric instrument, rather than as mere information gathering devices. Three, the interview can be used to supplement other methods used in a research study: to follow up unexpected results, to validate other methods, and to go deeper into the motivations of respondents and their reasons for responding as they do.

Purpose two as described by Kerlinger was selected as the most important basis for research into determining areas of training needed for adults in distributive education and to find the extent to which assistance was desired by Oklahoma City area general merchandise store personnel managers.

After selecting the personal interview as the device for gathering data necessary for the research, the interview schedule, see Appendix A, was reviewed with persons recognized to be experts in the field of research and/or having knowledge of the field of distributive education.

The interview instrument was reviewed by:

Dr. Lucille Patton, Chairman, Department of
Vocational Teacher Education, Central State
University, Edmond.

Dr. Don S. Phillips, Head, Technical Education,
Oklahoma State University, Stillwater.

Mr. M. J. DeBenning, State Supervisor, Distributive
Education, State Department of Vocational and
Technical Education, Stillwater.

Mr. Bill R. Phillips, Director, State Education
Center for Marketing Technology, State Department
of Vocational and Technical Education, Oklahoma
City.

State distributive education personnel were actively involved in the development of this interview form. It is hoped that conclusions and recommendations of this study will affect the development of adult distributive education programs in the Oklahoma City SMSA.

Summary

The purpose of this chapter was to describe the method used in selecting the population, the procedure by which a sample of the population was selected, and the method used in designing the data-gathering instrument. Chapter IV will include the presentation of the data; Chapter V will include the summary, conclusions, and recommendations.

CHAPTER IV

RESULTS

The purposes of this study were: to identify training needs in the field of general merchandising in the retail industry located in the Oklahoma City Standard Metropolitan Statistical Area (SMSA) - Oklahoma, Canadian, and Cleveland Counties; to determine the areas of training currently being offered in the distributive occupations through in-service training in general merchandise stores; and to determine the extent of assistance which managers desired from the State Department of Vocational and Technical Education, Division of Distributive Education.

The interview was conducted with twelve individuals representing sixteen stores. In eight cases, the personnel manager was the person interviewed. However, in four instances, the store manager acted in a dual capacity as store manager and personnel manager and was, therefore, the person interviewed. The persons interviewed and the stores represented are listed in Appendix B and C.

Much of the information requested was deemed confidential by the individuals interviewed; thus, stores are referred to as Store A through Store P.

The data represented in Table I reflect the number of

TABLE I
NUMBER OF EMPLOYEES REPRESENTED BY STORE

Company	Total Number of Employees	Adult Full- Time Employees	Number of Supervisors
A	150	120	15
B	800	400	75
C	100	80	14
D	150	100	25
E	70	45	10
F	360	300	68*
G	110	88	16*
H	450	350	40
I	150	100	12
J	100	70	10
K	165	115	25
L	300	210	40
M	50	35	5
N	600	500	60
O	500	300	60
P	165	100	25

*Includes district store supervisory personnel.

adult full-time employees and supervisors represented by the sixteen stores. Interviews were held during the period of May 5, 1972 to October 1, 1972.

The results of the interview are presented in this chapter by general merchandise store listing. Since the amount and types of in-service training being conducted by a store had an influence on the kind of training each manager indicated was needed, these results were reported concurrently.

The training program in Store A, under the direction of the personnel manager, consisted of on-the-job training, store meetings, and a self-development training manual. The areas indicated by the manager as training needs were basic salesmanship, human relations training, and shoplifting prevention.

One of the most extensive training programs found was in Store B and consisted of several successive levels of training. The levels are: indoctrination, orientation, specialized sales area training, and advanced sales techniques. The personnel manager indicated that beyond the store's training program there was a specific need for improved attitude and employee motivation training. The personnel manager also suggested training for technical sales areas such as building material sales.

The manager of Stores C, E, and G indicated an interest in training on an employee level rather than supervisory training programs. These stores had no formal training

program, but the manager identified human relations, shoplifting prevention, and basic salesmanship as the primary training needs.

The manager of Store D indicated that losses due to shoplifting and bogus checks were large in his store and they would be interested in training programs in those areas. Store D management also indicated an interest in basic sales training. There was no organized training program in Store D.

With no formal training program and facing the opening of a second Oklahoma City store employing more than 400 employees, Store F indicated a strong interest in training new employees in all sales areas. Interest was also indicated in training supervisory personnel in inventory control procedures.

The personnel manager of Store H directed the training program in her store through the use of slide presentations, self-study booklets, and individual training programs. Training priorities listed were communications training, human relations training, and basic salesmanship. This personnel manager also voiced strong support for training employees for customer service departments and more aggressive sales techniques.

The store manager of Store I supported other managers in indicating shoplifting prevention as the most important training need. Additional interest was shown in housekeeping and stockkeeping training. At the present time, the

only training done in Store I is on-the-job training by department managers with occasional all store meetings supplementing this system.

Stores J, L, and N, with only a minimal training program presently organized, also listed shoplifting prevention as their number one training need. These three stores were also interested in training programs in basic salesmanship and supervisory development.

Supervisory training is presently being conducted on an informal basis in Store K; however, there is no training program for other employee levels. The personnel manager was particularly interested in cashier training programs, training in checking and marking merchandise, and in basic salesmanship. Interest was also shown in specialized sales training programs.

Store M, which is of the same type of general merchandise store as Store K, listed cashier training as its second priority training need. Shoplifting prevention was the priority of training indicated by this store manager. At the present time, the only training being conducted is on-the-job training.

The training director of Store O has training responsibilities for induction training and in-service training. The personnel manager indicated a training priority of technical sales training programs such as appliance salesmanship or sewing machine sales rather than a general sales training program.

Store P, with no organized training program, listed training priorities in the following order: shoplifting prevention, basic salesmanship, and human relations training on the employee level. Data in Table II indicates six stores have training presently being conducted for in-service orientation to the store. Only one store indicated an advanced sales training program was being conducted.

Table III indicates the priorities of training needs as reported by the managers or personnel managers of the stores interviewed. Shoplifting prevention, basic or advanced salesmanship and human relations were mentioned most often as priorities by the personnel managers.

In response to the third specific category, could your store benefit from training assistance from the Distributive Education Division of the State Department of Vocational and Technical Education, the managers interviewed provided the following information.

Of the sixteen stores represented, only Store A indicated that no training assistance would be desired. Store A, represented by the personnel manager, indicated that the store had their own training program and that only confusion would arise by bringing in outside training assistance.

Store B, however, indicated that the State Department of Vocational and Technical Education could provide training assistance by developing programs to improve professional sales attitudes and technical knowledge in selling. The

TABLE II

CURRENT IN-SERVICE TRAINING PROGRAMS

General Merchandise Store	On-the-Job Training Program	Individual Instruction Program	Advanced or Specialized Training Program	Orientation Training Program	Management Training	Sales Training
A	X	X				
B			X	X	X	X
C						
D						
E						
F						
G						
H		X		X		
I	X					
J				X		
K					X	
L				X		
M	X					
N				X		
O				X		
P						X

TABLE III

PRIORITIES OF TRAINING

General Merchandise Store	Attitude and Motivation	Basic or Advanced Salesmanship	Bogus Check Control	Cashier Training	Communications	Checking and Marking Merchandise	Human Relations	Inventory Control	New Employee Training	Ordering Procedures	Supervisory Development	Shoplifting Prevention	Technical Selling
A		1					2					3	
B	1												2
C		3					1					2	
D		3	2									1	
E		3					2					1	
F		2						1					
G		3					1					2	
H		3			1		2					1	
I						2						1	
J		2								3		1	
K		3		1		2						1	
L		2										1	
M				2					3			1	
N		2								3		1	
O								2					1
P		2					3					1	

personnel manager of Stores C, E, and G desired training assistance through sales training programs and human relations training for the employees.

The managers of Store D, I, J, L, and N were interested in providing in-service training programs in both shoplifting prevention and bogus check control.

Store F listed new employee training by the State Department of Vocational and Technical Education as being very valuable, as did the manager of Store H.

The personnel manager of Store K and M indicated assistance could be needed in cashier training programs. These stores also indicated interest in shoplifting prevention programs.

The manager of Store P asked for sales training assistance along with grooming and attitude improvement programs.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem with which this study was concerned was to identify areas of training presently being conducted in the general merchandise category, according to personnel managers in the retail industry in the Oklahoma City SMSA. The study also determined training priorities that managers indicated should be set. Additionally, the study determined the extent of training assistance that was desired by the personnel managers for the State Department of Vocational and Technical Education, Division of Distributive Education.

Summary

Three research questions were considered in the study and are stated as follows: (1) What areas of training are being offered to adults in the distributive occupations through in-service training in the Oklahoma City Standard Metropolitan Statistical Area? (2) Is training needed in areas such as: human relations, communications, shoplifting prevention, bogus check control, basic and advanced salesmanship, advertising, merchandising, and supervisory development? (3) Could training be more effective in these

areas if supported by the Distributive Education Division of the State Department of Vocational and Technical Education?

Data used in considering the research questions were collected from twelve managers or personnel managers of general merchandise stores in the Oklahoma City SMSA. Subjects utilized in the study were selected from stores in the Oklahoma City SMSA that were considered by preliminary interview participants to be employers of at least fifty employees. These stores represent the larger general merchandise stores in the area.

The data for the study were obtained through the use of one instrument. The instrument most appropriate for this study was deemed to be an interview schedule. The interview schedule was designed through the use of personal interviews with a panel of experts in retailing and adult education in the distributive occupations.

Data were collected during the spring, summer, and fall of 1972. The data were obtained through personal interview with the managers or personnel managers of sixteen stores in the general merchandise category in the Oklahoma City SMSA. In four cases, the store managers act in the dual capacity of store manager and personnel manager.

The analysis of data collected was completed during the fall semester of 1972.

Findings Related to Research Questions

Research Question 1

What areas of training are being offered to adults in the distributive occupations in the Oklahoma City Standard Metropolitan Statistical Area? The results of this study, shown in Table II, indicate primary training emphasis in orientation training programs and on the job training.

Research Question 2

Is training needed in areas such as: human relations, communications, shoplifting prevention, bogus check control, basic and advanced salesmanship, advertising, merchandising, and supervisory development? Response indicates more interest in the areas of human relations training shoplifting prevention, and basic salesmanship. No interest was found in the area of advertising training programs. Complete responses are found in Table III.

Research Question 3

Could training be more effective if supported by the State Department of Vocational and Technical Education, Division of Distributive Education? The data used in this study, shown on page 22 indicate that with one exception store personnel interviewed would support training assistance from the State Department of Vocational and Technical Education.

Conclusions

- (1) Respondents to the interview schedule listed shoplifting prevention, basic salesmanship, and human relations as primary training needs for general merchandise stores in the Oklahoma City SMSA. Additionally, training programs are needed in areas of bogus check control and supervisory development. No interest was found in advertising training programs.
- (2) Most personnel managers interviewed indicated that primary interest was on orientation and on-the-job training programs presently.
- (3) Training programs offered by the State Department of Vocational and Technical Education, Division of Distributive Education, would be supported by the managers interviewed in primary need areas of training.

Recommendations

- (1) It is recommended that the State Department of Vocational and Technical Education, Division of Distributive Education, through the training staff of the State Education Center for Marketing Technology offer in-service training programs to general merchandise stores in the Oklahoma City SMSA in the areas of basic

and advanced salesmanship, human relations, shoplifting prevention, bogus check control, and supervisory development.

- (2) Although retailing is representative of two-thirds of total employment in the field of distribution, programs have not been developed to meet training needs of general merchandise stores. It is recommended that on-going programs for retail merchants be established through the State Department of Vocational and Technical Education.

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APPENDIX A

THE INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

A Survey of interest in Adult Distributive Education Training of General Merchandise Stores in the Oklahoma City Area.

Type of Business _____

Name of Business _____

Location _____ How long in location? _____

Approximately: How many employees do you have? _____

Number of Adult Full-Time Employees _____

Number of Adult Part-Time Employees _____

Number of Supervisory Personnel _____

Do you have a training program organized? _____

If so, who is responsible for the training? _____

How is training conducted? _____

In what areas do your employees need to receive training?

Basic Salesmanship Communications Human Relations

Shoplifting Prevention Supervisory Development

Merchandising Advertising _____

Could your store benefit from training assistance from the Distributive Education Division of the State Department of Vocational-Technical Education _____

IF SO, What kind of assistance _____

When are your employees available for training?

(At what time of day; what time of year; what day of week?)

What is the primary need for training in retailing? _____

(Employee Level; Mid-Management; Management; Specific Job Skills; Merchandise Information; Others)

APPENDIX B

PERSONNEL INTERVIEWED

PERSONNEL INTERVIEWED

Mr. Donald Klien
General Manager
Trade Mart Stores
5901 North May
Oklahoma City, Oklahoma

Mrs. Annita Jones
Personnel Manager
Woolco Stores
6300 North May
Oklahoma City, Oklahoma

Mr. Howard S. Miller
Manager
T. G. & Y. Store
2915 NW 10th
Oklahoma City, Oklahoma

Mr. Bart Hensley
Personnel Manager
Sears, Roebuck and Company
4400 South Western
Oklahoma City, Oklahoma

Mr. Walt Kendall
Personnel Manager
Sears, Roebuck and Company
2101 NW 23rd
Oklahoma City, Oklahoma

Mr. David Blyth
Personnel Manager
Montgomery Ward Company
1800 Penn Square
Oklahoma City, Oklahoma

Mr. James White
Personnel Manager
John A. Brown Company
213 West Main
Oklahoma City, Oklahoma

Mrs. Martha Lingefelder
Personnel Manager
J. C. Penney Company
Shepherd Mall Shopping Center
Oklahoma City, Oklahoma

Mr. Kirby Murphy
Store Manager
Dillard's Brown-Dunkin
Shepherd Mall Shopping Center
Oklahoma City, Oklahoma

Mrs. Vanita Yoakley
Personnel Manager
T. G. & Y. Stores
1600 SW 74 Expressway
Oklahoma City, Oklahoma

Mr. Bill Bussey
Store Manager
Target Stores
4500 South Western
Oklahoma City, Oklahoma

Mr. Keith Montgomery
Store Manager
Rothchild's Store
Penn Square Store
Oklahoma City, Oklahoma

APPENDIX C

STORES REPRESENTED

STORES REPRESENTED

Dillard's Brown-Dunkin
Shepherd Mall Shopping Center
Oklahoma City, Oklahoma

John A. Brown Company
213 West Main
Oklahoma City, Oklahoma

John A. Brown Company
Penn Square Shopping Center
Oklahoma City, Oklahoma

John A. Brown Company
319 West Commerce
Oklahoma City, Oklahoma

J. C. Penney Company
Shepherd Mall Shopping Center
Oklahoma City, Oklahoma

Montgomery Ward Company
1800 Penn Square
Oklahoma City, Oklahoma

Rothchild's
Penn Square Shopping Center
Oklahoma City, Oklahoma

Sears, Roebuck and Company
2101 NW 23rd
Oklahoma City, Oklahoma

Sears, Roebuck and Company
4400 South Western
Oklahoma City, Oklahoma

T. G. & Y. Family Center
2915 NW 10th
Oklahoma City, Oklahoma

T. G. & Y. Family Center
1600 SW 74 Expressway
Oklahoma City, Oklahoma

Target Stores
4500 South Western
Oklahoma City, Oklahoma

Trade Mart-Oklahoma City
5901 North May
Oklahoma City, Oklahoma

Trade Mart-Midwest City
6537 SE 29th
Midwest City, Oklahoma

Trade Mart-South Penn
7301 South Pennsylvania
Oklahoma City, Oklahoma

Woolco Stores
6300 North May
Oklahoma City, Oklahoma

VITA

Roy Virgil Peters, Jr.

Candidate for the Degree of

Master of Science

Thesis: THE IDENTIFICATION OF TRAINING NEEDS OF THE GENERAL
MERCHANDISE STORES IN THE OKLAHOMA CITY STANDARD
METROPOLITAN STATISTICAL AREA

Major Field: Technical Education

Biographical:

Personal Data: Born in Chickasha, Oklahoma, June 3, 1942,
the son of Mr. and Mrs. Roy Peters, Sr.

Education: Graduated from Alex High School, Alex,
Oklahoma, in 1959; received the Bachelor of
Science degree in Business Education from the
University of Oklahoma in 1964; completed addi-
tional courses at Southwestern State College,
Weatherford, Oklahoma in 1967; completed require-
ments for the Master of Science degree in Tech-
nical Education in May, 1973.

Professional Organizations: American Vocational Asso-
ciation, Oklahoma Vocational Association, National
Association of Distributive Education Teachers,
Red Red Rose.

Professional Experience: Employed as a Business Educa-
tion teacher at U. S. Grant High School, 1964-
1968; as Distributive Education Teacher-Coordinator
at U. S. Grant High School (Oklahoma City) from
1968-1971; and as an Adult Training Specialist for
the State Department of Vocational and Technical
Education, Division of Distributive Education, in
1971.